Parent Training in the Church School

BY

FLORENCE E. NORTON

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PARENT TRAINING IN THE CHURCH SCHOOL

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By
FLORENCE E. NORTON
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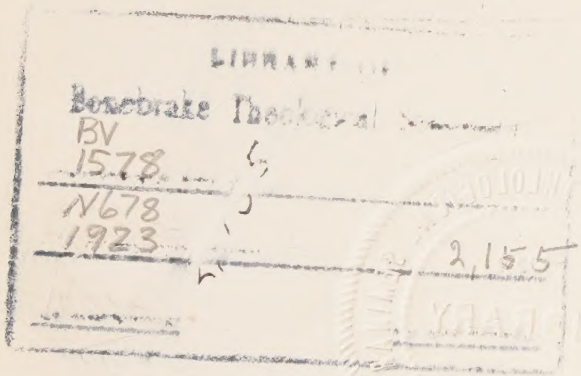
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THE NEED

The need for parent-training is self-evident. Multitudes of children are beginning life handicapped because parents for the most part do not realize that their children need Christian training, or if they do realize it, do not know how to proceed with that training.

It is strange that for the most difficult of all professions, that of training young lives, not much help has been given. Even the Church has neglected parents. For teachers and leaders in every phase of Christian work, training courses are available, but for the father and mother facing the difficult task of guiding a little life in the right way, almost nothing has been prepared. Indeed, the Church has been so silent on the question of parental responsibility for the Christian training of children that many parents have come to feel that sending their children to the church school, more or less regularly, ends their responsibility. They have not thought earnestly about the matter and they have not thought because the Church has not caused them to think.

One of the principal tasks of the Church, then, is to cause fathers and mothers to think seriously about their children's spiritual needs; to stress the importance of Christian training for children; and to do away with the idea that such training is entirely the responsibility of the church school.

And the second task of the Church is to provide

training for those parents who are earnestly concerned about the welfare of their children and who are looking to the Church for help in discharging their great responsibility.

This is a task that calls for the coöperation of all the leaders in any church, the pastor, the session, the superintendents of the church school, the teachers and leaders of children and young people. Bulletin No. 11, "A Church Program for Promoting Christian Family Life," contains a program for a united campaign for reaching parents and shows how the different organizations of the church may be used in such a campaign. This book is an endeavor to furnish programs and materials for the use of such agencies as the church may develop in a campaign for parent-training.

REACHING THE PARENTS THROUGH THE CRADLE ROLL DEPARTMENT

THE PURPOSE OF THE CRADLE ROLL

The Cradle Roll should have one supreme purpose, namely, to help mothers and fathers in their task of giving their young children Christian training. Such training as a very little child needs can be given only in the home and it cannot be given at stated times by means of formal instruction. It must be given informally and in connection with the everyday happenings of the child's life. As he plays about the house, as problems of conduct arise, there comes the golden opportunity to give needed instruction and guidance. His numerous and ofttimes difficult questions, his eager desire to converse with mother and father, again offer an opportunity for religious teaching. His deep interest in the world of out of doors gives the alert parent another excellent opportunity to give him some of his finest and most lasting conceptions of God. This type of instruction, however, requires a skill far beyond that which formal teaching demands. Face to face with the problems of meeting the needs of a little life which is reaching out eagerly in every possible direction for knowledge, which is absorbing from home life, and from contact with parents and others in the home, ideas and principles that will color all of life, many a mother is appalled as she thinks of her own lack of preparation for this great task. It is here that the Cradle Roll has its finest opportunity and, if it is to be true to its supreme purpose, it must offer to mothers all the help possible in the training of their children.

THE CRADLE ROLL SUPERINTENDENT

If the Cradle Roll is to enter seriously upon the task of helping mothers, the Cradle Roll superintendent should be carefully chosen. She should not be a young girl, as her chief task is to help mothers and this a young girl cannot possibly do. It is a good plan to select a mother, who can out of her own experience help the mothers she will meet. She should be a person of tact and one who makes friends easily. More important than all, she should be a Christian of the finest type.

THE CRADLE ROLL VISITOR

No better way of working with people than the personal work method has yet been discovered and the Cradle Roll is no exception to this rule. The superintendent's finest opportunity is in her personal contact with individual mothers. Mothers, like other people, resent being preached to, but, also like others, they welcome friendship. Consequently they will permit on the part of a Cradle Roll superintendent or visitor, who is a friend, suggestions as to the training of their children that would not be tolerated from one who was not a friend. Visiting, therefore, if it is done by the superintendent or by one or two carefully instructed helpers of mature years, is an important part of the Cradle Roll work. The Cradle Roll superintendent should see to it that her assistants are carefully trained. Boys and girls of Junior years can be used to carry messages and invitations to the home, but only care-

fully chosen, able women should become Cradle Roll visitors.

CRADLE ROLL MOTHERS' MEETINGS

Even the busiest Cradle Roll superintendent can plan for two or three mothers' meetings during the year. These should not be merely social affairs but the aim should be to give some definite help in the matter of child-training. If the Sunday school is small, mothers of Beginners and Primary children may also be invited to the meetings, but where the school is quite large the invitations should include only Cradle Roll mothers. The invitations should be attractive. Often a class of Junior or Intermediate or Senior girls will be happy to make attractive invitations and Junior boys can deliver them.

THE MEETING PLACE

The room in which the mothers' meeting is held should be so arranged as to convey a feeling of informality. Chairs need not be put in straight rows but in groups of four or five. Flowers or a plant or two or baskets of autumn leaves will make the room attractive. One or two people who are good mixers should see to it that mothers are made acquainted with each other and that no mother goes home without having made the acquaintance of others. Mothers should be invited to bring their sewing, for a shy mother feels much better with something in her hands and friendly chats easily arise over a bit of sewing.

CARING FOR THE BABIES

Many of the mothers must bring their babies to the meeting and the little ones must be cared for in a separate room. It is always possible to get a class of teen-age girls to help care for the babies, and older Junior girls may also help if they are supervised by an older person. Toys and picture books should be provided for the babies who are old enough to play about. A simple lunch of milk and graham crackers should be given the children when the mother's refreshments are served. This, however, should not be served in the room with the mothers.

THE PROGRAM

Some one has said that we should not expect busy mothers to come to the church school and sit in a hot draft of criticism and exhortation about the way to bring up their children. This is true. Every effort should be made to help the mothers who come to the meeting to feel that there is no desire to preach at them, but that there is an earnest desire to confer with them and help them in this matter of child-training. In every mothers' meeting there should be an opportunity for discussion, and the leader should always strive to get the mothers to express their opinions, to ask questions, or to give suggestions.

The meeting should open with a brief but carefully planned devotional service. Many mothers are constantly kept from the church service; therefore the

mothers' meeting should always have something of spiritual value for those who attend. After the devotional service the topic should be presented. The speaker for a mothers' meeting should be one who has something of interest and value to bring to the attention of mothers and one who is able to present that subject in an interesting and helpful way. The talk should be followed by a discussion period with plenty of opportunity to ask questions. Because the Cradle Roll superintendent knows the mothers, she is perhaps the best person to lead the discussion and she should make every effort to get the mothers to express themselves. The afternoon should close with a social period which is the superintendent's opportunity to chat with the mothers. On pages 35-80 will be found programs for a Mothers' Club, any of which can be used for a Cradle Roll mothers' meeting.

THE CRADLE ROLL MOTHERS' CLUB

Mothers' meetings are good if that is all that the Cradle Roll superintendent can manage, but if possible the Cradle Roll should have a Mothers' Club. Often the church can plan for a Mothers' Club for all the mothers of the church, but where that is not possible, the Cradle Roll mothers can be helped by a Mothers' Club. The Mothers' Club is discussed very fully in another part of this leaflet and the plans there can be used in carrying out the Cradle Roll Mothers' Club.

CRADLE ROLL LIBRARY

Here again the Cradle Roll superintendent has an opportunity to help the mothers by means of the books and leaflets which she can put into their hands. Where the Cradle Roll deals with parents who need such guidance, it is well for the superintendent to have a package of leaflets to give to each mother whose baby joins the Cradle Roll. If it is understood that it is the custom to give such leaflets when the baby becomes a member of the Cradle Roll, there will be no offense taken. The Children's Bureau, United States Department of Labor, Washington, District of Columbia, publishes a number of leaflets on the physical care of babies and small children. These may be had for a small sum. Each State Department of Health also furnishes leaflets free of charge.

The Cradle Roll should have a circulating library. Only a few books need be purchased in the beginning, to which others may be added from time to time. The books should be handed about among the mothers for reading and some of them can be discussed at the meetings of the Mothers' Club, after they have been read. A slip of paper should be pasted in the book on which the name of each reader should be recorded. This will enable the superintendent to tell how generally the book has been read.

Often it requires patience to promote the use of a circulating library. Mothers are busy and their many duties make it difficult for them to find time to read,

yet the reading of these books will enable them to meet the many problems that arise in training their children.

BOOKS FOR THE CRADLE ROLL LIBRARY

Books on the Care of Little Children

"The Care and Feeding of Children," Holt.
"The Care of the Baby," Griffith.
"The Mother's Manual," Coolidge.
"Short Talks to Young Mothers," Kerley.

Books on Child Study and Training

"The Unfolding Life," Lamoreaux.
"Character Training in Childhood," Haviland.
"The Training of Children in the Christian Family," Weigle.
"Quiet Talks with the Family," Jefferson.

Books on the Religious Training of the Child

"The Mother Teacher of Religion," Betts.
"Dawn of Religion in the Mind of the Child," Mumford.

Books of Stories and Songs for Young Children

"How to Tell Stories to Children," Bryant.
"Stories to Tell to Littlest Ones," Bryant.
"Songs Every Child Should Know," Bacon.
"Songs for Little People," Danielson.

Pamphlets

Bulletin No. 3, "Christian Education in the Family." (For younger children.)

Bulletin No. 6, "Christian Education in the Family." (For older boys and girls.)

(Board of Christian Education of the Presbyterian Church in the U. S. A.)

(The following pamphlets are from the American Home Series and may be had from the Board of Christian Education of the Presbyterian Church in the U. S. A.)

"Education of the Baby Until It Is One Year Old." Forbush.

"The First Year in a Baby's Life," Forbush.

"The Home Kindergarten," Johnson.

"How One Real Mother Lives with Her Children," Mrs. B. G. M.

"Music in the Home," Thomas.

"The Nervous Child," Johnson.

"On Truth-Telling and the Problem of Children's Lies," Forbush.

"The Religious Nurture of a Little Child (Years Four and Five)," Forbush.

REACHING THE PARENTS THROUGH THE CHILDREN'S DIVISION OF THE SUNDAY SCHOOL

THE MOTHERS' CLASS IN THE BEGINNERS DEPARTMENT

Many mothers bring their little children to the Beginners Department and wait with them there until they are ready to go home. For this group of mothers, there should be a mothers' class. Invitations to join this class should be sent to all the mothers of the Department. It should be taught by a mother, if possible. The class should meet in or near the Beginners Department, for the small Beginner likes to feel that his mother is near. The members of the class may spend the first part of the hour in the Beginners room, observing the Beginners superintendent. In this way they can learn the songs and verses which are used in the worship service and can use them again with their children during the week. When the lesson time comes the mothers can withdraw to their own near-by classroom or to a screened-in corner of the Beginners room.

ORGANIZATION

The organization of the mothers' class can be like that of organized classes in the Adult Department of the school. Although not meeting with the Adult Department on Sundays, the class may participate in the social and service activities of that Department.

COURSES OF STUDY

In another part of the leaflet, courses of study are suggested for parent-training classes in the church

school. These courses may be studied by the mothers' class. Or the following suggestions may be carried out in the way of lesson study.

1. A study of a book on child psychology, such as:
   "The Unfolding Life," Lamoreaux.
   "The Dawn of Religion in the Mind of the Child," Mumford.
2. A study of a book or books on child-training, such as:
   "The Training of Children in the Christian Family," Weigle.
   "The Home God Meant," Luccock.

Again the class may study one each week of the following pamphlets; if possible, get one of the mothers to study the pamphlet, and present it. This should be followed by a discussion led by the teacher.

"The First Year in a Baby's Life," Forbush.

"Roots of Disposition and Character," Betts.

"The Government of Young Children," Forbush.

"The Mother as Playfellow (Years One, Two and Three)." Munkres.

"On Truth-Telling and the Problem of Children's Lies," Forbush.

"The Problems of Temper."

"Sunday in the Home."

"Worship in the Home," Robertson.

"Table Talk in the Home."

"Religious Nurture of a Little Child (Years Four and Five)," Forbush.

There should be a close coöperation between the

superintendent of the Beginners Department and the teacher of this class. The mothers should be kept informed as to the aim of the Beginners superintendent in her work with the children. They should be informed as to the things they can do during the week to further the teaching work of the Beginners Department. It might be possible to produce a little mimeographed sheet to give the mothers once or twice a month in which are stated the aims of the Beginners lessons for the month, the ways in which a mother can help to impress the lesson teaching during the week, and the songs and verses to be recalled to the child's mind. It may be made of further interest by the addition of news items about the mothers' class, interesting things the children have said, and, once in a while, a story or two for the children should be included. The mothers should be invited to help in any of the social activities of the Department or in the preparation of the special gifts at Easter or Christmas or in the preparation for special days. They may be used by the Beginners superintendent in planning the Beginners party or picnic.

THE MOTHERS' CLUB

The Mothers' Club may be for all departments of the church and it should endeavor to enroll all the mothers who are in any way connected with the church. Often it must begin in a small way, requiring a long period of careful nurture, but it will grow, and if

rightly conducted will prove a source of benefit to many mothers.

ORGANIZATION

It is not necessary to have an elaborate organization. Constitution and by-laws should be very simple. There should be few committees.

Perhaps the best way to begin is to invite each mother in the church to a social affair. At this meeting propose the Mothers' Club and state a time for the first meeting. At that meeting, a nominating committee to select officers for the club and a committee to prepare a constitution and by-laws should be appointed. The church should appoint one woman who will be the director of the club, responsible for its life and growth.

The following committees should be appointed: A Program Committee to arrange the programs for the meetings; a Social Committee to care for the social activities of the club, also to visit those who are ill and expectant mothers who are no longer going out; a Membership Committee to secure new members and look after absentees.

THE AIM OF THE MOTHERS' CLUB

The Mothers' Club should have a threefold aim:

1. Spiritual. The spiritual development of the mothers will be one of the aims of the club and it should be the purpose of the Program Committee, together with the leader of the club, to have in each meeting something of spiritual value.

2. Training. It is the function of the club to help mothers in the task of training their children. The club should seek to give to the mothers sufficient knowledge of child nature to enable them to understand their children better; it should aim to give them knowledge of child-training so as to help them in the training of their children, with special emphasis on spiritual training.

3. Social. In a peculiar sense, mothers are deprived of social life. The Mothers' Club, therefore, should aim to give the mothers opportunity for social contacts.

MEETINGS

Once a week is not too often for the Mothers' Club to meet, but once a fortnight or even once a month will do. The time of the meeting will depend entirely upon the mothers. About one and a half hours should be allowed for the meeting. Care should be taken to make the room in which the mothers will meet attractive in appearance and so arranged as to dispel any sense of formality. The mothers should be encouraged to bring their sewing. One leader of a

Mothers' Club has collected a large number of attractive patterns for children's clothing which are kept in the church and are available for all the mothers. Some of the mothers who sew well are asked to be on hand early in order to help the mothers in cutting out little garments. The officers of the Mothers' Club should always be on hand early in order to greet the members as they come in. Every effort should be made to introduce new members so that they will soon become acquainted.

CARING FOR THE CHILDREN

It will always be necessary to provide a nursery on the afternoon of the mothers' meeting, for some mothers must bring their children. The Intermediate and Senior Departments of the school should be asked to include in their service program the task of fitting up and being responsible for the nursery, appointing a class to be on hand to care for the babies each time the Mothers' Club meets. Toys and books and simple refreshments should be provided.

DUES

Dues, if any, should be small; in fact, it is better to have a basket on a table near the door in which contributions are placed. The money thus obtained may be used to help furnish clothes for needy children or outfits for babies whose mothers are in very poor circumstances, or given to some missionary cause in which the mothers are interested.

ACTIVITIES OF THE MOTHERS' CLUB

One well-known teacher of little children said recently: "When I invited the mothers to come and learn how to bring up their children properly, they had other engagements. But when I asked them to help me make clothes for those who were in need, they flocked to the church." Perhaps that is the secret of success in work with mothers. Many mothers may be first drawn to the Mothers' Club by its service activities. Certainly mothers like to feel that they are making some contribution to the work of the church and to the community, even though that contribution must be small. Some service activities are therefore suggested. Others will occur to the officers of each club as they consider the needs of their own church and community.

1. Missionary service. Contribution to some missionary cause.

Making garments for use in mission hospitals or orphanages.

2. Community service. Collecting outgrown garments for needy children of the church or neighborhood.

Outfits for expectant mothers.

Flowers and other gifts for poorer maternity patients in the hospital wards.

Small garments for hospitals, orphanages, children's aid societies.

Special gifts at Christmas, Thanksgiving, or Easter,

to needy or sick children. Assisting the state or city Board of Health to establish baby clinics in neighborhoods needing such.

3. Church service. Gifts to the departments of the Sunday school and the daily vacation Bible school, such as good pictures, attractive offering baskets, curtains for the windows, books for the use of teachers and department superintendents; assisting teachers and superintendents in planning social affairs for the pupils.

BOOKS AND PAMPHLETS USEFUL IN PREPARING MOTHERS' CLUB PROGRAMS AND TOPICS

The list of reference books used in building the programs for the Mothers' Club has been kept as small as possible, but several books have been frequently used as a basis for the study of the topics, and they will be needed, if the leader of the club uses these programs.

All the books and pamphlets given may be secured from the Board of Christian Education of the Presbyterian Church in the U. S. A., Witherspoon Building, Philadelphia, Pa.

Books

"The Mother Teacher of Religion," Betts.

"The Training of Children in the Christian Family," Weigle.

"The Dawn of Religion in the Mind of the Child," Mumford.

"Quiet Talks with the Family," Jefferson.

"Songs for Little People," Danielson.

While not absolutely necessary, the following books will be useful for additional reading, and with the books mentioned above, and the pamphlets listed here, may be used as a library for the club.

"The Dawn of Character," Mumford.

"Talks to Mothers," Soulsby.

"Character Training in Childhood," Haviland.

"On Our Hill," Josephine Daskam Bacon.

"Guiding Boys Over Fool Hill," McKinney.

"Father and Son," Howard.

"Guiding Girls to Christian Womanhood," McKinney.

"Stories to Tell the Littlest Ones," Bryant.

"Mother Stories," Lindsay.

"The Story-Teller," Lindsay.

"Stories Children Need," Bailey.

BULLETINS (BOARD OF CHRISTIAN EDUCATION)

Bulletin No. 3, "Christian Education in the Family." (For the use of parents in the religious training of children under eight years.)

Bulletin No. 6, "Christian Education in the Family." (For the use of parents in the religious education of older boys and girls.)

PAMPHLETS—THE AMERICAN HOME SERIES

1. "The Nation's Challenge to the Home."

*2. "How One Real Mother Lives with Her Children."

3. "Parenthood and Heredity."
4. "The Roots of Disposition and Character."
5. "The First Year in a Baby's Life."
6. "Thumb-Sucking."
*7. "The Education of the Baby Until It Is One Year Old."
8. "First Steps Toward Character."
*9. "The Second and Third Years."
10. "The Education of the Child During the Second and Third Years."
*11. "The Mother as Playfellow. (Years One, Two, and Three.)"
12. "The Problems of Temper."
13. "The Problems of Fighting."
14. "The Government of Young Children."
15. "The Punishment of Children."
*16. "The Home Kindergarten."
*17. "The Religious Nurture of a Little Child. (Years Four and Five.)"
18. "The Nervous Child."
*19. "On Truth-Telling and the Problem of Children's Lies."
20. "The Government of Children Between Six and Twelve."
21. "The Dramatic Instinct in Children."
22. "Dramatics in the Home."
23. "Table Talk in the Home."
24. "Sunday in the Home."
25. "A Year of Good Sundays."
26. "The Picture Hour in the Home."

27. "Story-Telling in the Home."
28. "Music in the Home."
29. "Training in Thrift."
30. "'What to Say' in Telling the Story of Life's Renewal."
31. "Sex Discipline for Boys in the Home."
32. "Youth's Outlook Upon Life."
33. "Building for Womanhood."
34. "Rhythm and Recreation."

(Especially helpful pamphlets have been starred.)

The National Congress of Mothers, and Parent-Teacher Associations, 1201 Sixteenth Street N. W., Washington, District of Columbia, publishes a series of loan papers on child welfare for use in mothers' meetings, parent-teacher associations, et cetera. Single papers may be borrowed for twenty cents and kept for three weeks. A set of twelve papers may be secured for two dollars and kept for a year.

The following papers will be useful in preparing the program for the Mothers' Club or Parent-Teacher Association. Papers should be ordered by title and number.

Loan Paper C2, "Home and Sunday School in Coöperation," Miller.

Loan Paper B2, "Companionship of Mother and Son," Yoder.

Loan Paper B19, "Mother, Father and Child, Partners Three," Burnham.

Loan Paper A3, "The Atmosphere of the Home," Mears.

Loan Paper A11, "The High School Age," Young

Loan Paper A21, "Religious Training of Children," Mears.

Loan Paper A25, "The Parent as an Educator," Berle.

Loan Paper 7, "The Christian Spirit in the Home," Birney.

Loan Paper 10, "Courtesy—Respecting the Rights of Others," Wallace.

Loan Paper 40, "The Punishment that Educates," Gillman.

Loan Paper 51, "Training for Service, the Object of the Sunday School," Strong.

Loan Paper 55, "What a Father Can Do for His Son," Peck.

Loan Paper 62, "Taking the Home in Religious Terms," Cope.

Loan Paper 11, "Duty of Parents in Training Children for Citizenship," Sabin.

The National Child Welfare Association, Educational Building, 70 Fifth Avenue, New York City, publishes a series of educational panels and publications, also a series of lantern slides, which are very helpful in teaching child welfare. The picture panels may be used as the basis for talks on child welfare, while the slides may be used effectively for an occasional lecture. Lists of publications, picture panels, and slides will be sent free upon request.

MOTHERS' CLUB PROGRAMS

The Mothers' Club programs given below have purposely been made rather full. Where desirable, each program can be easily extended to cover two meetings, especially if the leader is able to promote free discussion. Clubs meeting weekly could use only two of these topics each month, taking two weeks to each topic. Some of the topics, with a little additional material, could be used for a month. The programs are not meant to be followed slavishly. They are by way of suggestion, and in every case should be adapted to the group using them.

1. THE PHYSICAL CARE OF THE CHILD

Song: "My Faith Looks Up to Thee"
Scripture: Psalm 121
Prayer
Business
Topic: The Physical Care of the Child
Question and Discussion Period
Social Period
Dismissal

Notes on Topic

Endeavor to secure a doctor or nurse to present this topic. The one who presents the topic should also conduct the discussion. Before the meeting begins, give out slips of paper and pencils, so that the mothers can jot down any questions that occur to them while the topic is being presented. The questions should be collected and made the basis of the discussion.

Baby Clinic

Where it seems necessary, follow up this meeting with a baby clinic, inviting the mothers on a stated afternoon to bring their babies to be examined by a doctor or nurse.

Books and Leaflets to Recommend or to Give to Mothers

"The Care and Feeding of Children," Holt.
Free leaflets from State Department of Health, or

the Children's Bureau, Department of Labor, Washington, District of Columbia.

ADVANCE PREPARATION FOR THE NEXT MEETING

Select three mothers to give the Scripture readings.

Secure the soloist.

Select the mothers who are to take part in the prayer service.

2. THE INFLUENCE OF THE CHRISTIAN MOTHER

1. Song Service. (Use two or three well-known hymns.)
2. Three Brief Scripture Readings Given by Mothers
   I Sam. 1:1, 2, 10, 11, 20, 24, 28
   II Tim. 1:1-6
   Luke 2:16-19, 34, 35, 52
3. Solo: "My Mother"

When at morn I first awake,
My mother's face I see,
Smiling and all alight with love,
And bending over me.

When the bedtime shadows fall,
I'm always sure of this,
Just as I'm drifting off to dreams,
I feel my mother's kiss.

—From "Songs for Little People,"
Danielson and Conant

Business
Topic: The Influence of the Christian Mother
Discussion
Silent Prayer
Social Period
Dismissal

Notes on Topic

This topic can be developed under three headings, as the Scripture readings somewhat indicate:

1. Children a Trust from God. Tell the story of Hannah in the most effective manner possible, stressing Hannah's conviction that her child was a gift from God, to be trained for his service.

2. The Mother as the Child's Guide and Teacher. Read again II Tim. 1: 1-6. In a few words point out the fact that Timothy owed his unusual faith and Christian development to a devout mother and grandmother. No doubt they had carefully instructed him, but the unconscious influence of their devout lives also had much to do with his development. It is hard for children to rise beyond the level of home life and parental influence.

3. The Sacrifices and Rewards of Motherhood. Read again Luke 2: 19, 34, 35, 52. Mary cherished dreams of greatness for this little Child whose coming was so heralded, but in this she really did not differ from any other mother. All mothers indulge in dreams of greatness for their children. We should covet spiritual greatness for our children. Like Mary, the true mother must make many sacrifices and must suffer. Every mother knows the pangs of fear when a child is desperately ill, the anxiety over the moral and spiritual development of the child, the fear when he goes out into the world for himself. A sword, indeed, pierces the soul of every thoughtful mother.

4. Motherhood's Reward. Luke 2: 52—"And Jesus

advanced in wisdom and stature, and in favor with God and men''—read from the blackboard by all.

A brief comment on the rewards of motherhood.

Discussion Period

What can mothers do to make themselves worthy of the gift of children?

How can a mother begin the Christian training of the very little child?

List on the blackboard the various ways in which the thought of God can be brought to the child.

Which is of greater value in the development of children, the direct religious instruction given by mother and father or the unconscious influence of their own Christian lives?

What is the mother's greatest reward?

Prayer Period

Ask one or two mothers beforehand to be prepared to lead the group in prayer, after an interval of silent prayer, that the mothers present may be enabled to guide their children rightly.

Books and Leaflets Useful in Developing This Topic

''Quiet Talks with the Family,'' Chapter III, Jefferson.

''The Mother Teacher of Religion,'' Chapters I, II, IV, V, Betts.

Books and Leaflets to Recommend or Give to Mothers

Bulletin No. 3, "Christian Education in the Family. Birth to Eight Years." (Board of Christian Education of the Presbyterian Church in the U. S. A.).

"Quiet Talks with the Family," Jefferson.

"The Dawn of Religion in the Mind of the Child," Mumford.

"The Mother Teacher of Religion," Betts.

Advance Preparation for the Next Meeting

Give out the poem to be recited in the devotional service.

3. THE MOTHER'S HOUR

HYMN: "How Firm a Foundation"

SCRIPTURE: Favorite verses given by the mothers

RECITATION OR READING:

Up to me sweet childhood looketh,
Heart, and mind and soul awake;
Teach me of thy ways, O Father,
Teach me for sweet childhood's sake.

In their young hearts, soft and tender,
Guide my hand good seed to sow,
That its blossoming may praise thee
Whereso'er they go.

Give to me a cheerful spirit,
That my little flock may see,
It is good and pleasant service
To be taught of thee.

Father, order all my footsteps;
So direct my daily way,
That in following me the children
May not go astray.

Let thy holy counsel lead me,
Let thy light before me shine,
That they may not stumble over
Word or deed of mine.

Draw us hand in hand to Jesus
For his word's sake, unforgot,
"Let the little ones come to me,
And forbid them not."
—From "Hymns of Worship and Service
for the Sunday School."

PRAYER. Followed by Lord's Prayer
HYMN
BUSINESS
TOPIC: The Mother's Hour with Her Children
DISCUSSION
SOCIAL PERIOD
DISMISSAL

NOTES ON TOPIC

1. The opportunities of the mother's hour. (*a*) The mother's hour helps the mother to keep close to the child; to gain and to keep his confidence. (*b*) It affords the opportunity of giving some definite religious instruction. (*c*) It helps the mother to straighten out the difficulties and misunderstandings that have arisen during the day. (*d*) It is a time for confidence, for the exchange of thoughts, for talking over things that the children may not be willing to discuss at any other time. (*e*) It is the time to begin the development of the child's individual prayer life.

2. Suggestions for the mother's hour with her children. The mother's time must come at a time convenient to the mother, though perhaps the best time

is just before going to bed. It is a most informal affair. Stories, informal singing of hymns and suitable songs, nursery rhymes, playing quiet games, sometimes just chatting together in confidence—such things make up the mother's hour. It may be only ten or fifteen minutes, or longer if desirable.

One mother had her hour with her children just before the family dinner—when dinner was well on the way and there was a lull of half an hour or so before the older members of the family arrived. Sometimes this little group of three sang nursery rhymes or other songs; sometimes they made things, especially at Christmas time; sometimes there were stories; and sometimes they just chatted of the happenings of the day. But that hour will never be forgotten by the children for whom an overburdened and busy mother planned it.

Discussion

Is it possible for a mother who does the major part of the household work to have a special time with her children?

When should the mother's hour come?

How long should the mother's hour be?

List the things that can be done in the mother's hour.

Give a list of stories that can be told at the mother's hour.

If any of the mothers have an hour with their children, get them to tell of their experiences.

Books and Leaflets Useful in Preparing This Topic

"The School of Mother's Knee," Hall.
"The Home Kindergarten," Johnson.
"The Mother Teacher of Religion," Betts.

Books and Leaflets to Recommend or to Give to Mothers

"The Home Kindergarten," Johnson. (American Home Series.)
"How One Real Mother Lives with Her Children." (American Home Series.)

Advance Preparation for the Next Meeting

Decide upon the stories to be told and have mimeographed copies made to give to the mothers.

Add to the Cradle Roll or Mothers' Club library the books of stories recommended, in order to have them available after the meeting.

4. STORIES FOR CHILDREN

SONG SERVICE: Hymns selected by the mothers
PRAYER
ROLL CALL AND SCRIPTURE READING: Mothers respond with favorite verses, as names are called
BUSINESS
TOPIC: Stories for Children
SOCIAL TIME
DISMISSAL

NOTES ON THE TOPIC

If possible secure the services of a kindergartner or teacher for this meeting. If this is not possible, perhaps the Beginners and Primary superintendents will tell the stories. Some of the better known stories for children have been recorded for telling on the Victrola, the titles and record numbers being given below.

The discussion period should be omitted to give more time for the stories.

STORIES

1. A brief general talk on the value of the story. A study of Chapter II of "The Mother Teacher of Religion" or of "Story-Telling in the Home" (American Home Series) will be helpful in preparing this talk.

2. Three groups of stories told:

Group I: Stories for children three to nine:

"The Pig Brother," in "How to Tell Stories to Children," Bryant.

"Why the Chimes Rang," in "Why the Chimes Rang and Other Stories," Alden.
"The Little Gray Pony," "How the Home Was Built," in "Mother Stories," Lindsay.

Group II: Stories for boys and girls, nine to twelve:
"The Boy Who Discovered Spring," "The Knights of the Silver Shield," in "Why the Chimes Rang and Other Stories," Alden.
"Why the Evergreen Trees Keep Their Leaves in Winter," "Golden Cobwebs," in "How to Tell Stories to Children," Bryant.

Group III: Stories found on Victrola records:
"Chicken Little," "Goldilocks," 35262.
"Cinderella," "Little Red Riding Hood," 35447.
"Epaminondas," "Little Jackal and the Alligator," 35636.
"Gingerbread Boy," "Night Before Christmas," 35418.
"Mother Goose Jingles," "The Little Red Hen," 17332.

There will not be time, of course, to tell all the stories suggested. If possible, the stories that are to be told should be mimeographed and given to the mothers for use at home. No Bible stories are included in these groups of stories because there will be a Bible story program later.

Books and Leaflets Useful in Preparing This Topic

"The Mother Teacher of Religion," Betts.

"Story-Telling in the Home." (American Home Series.)

"How to Tell Stories to Children," Bryant.

"Mother Stories," Lindsay.

"Why the Chimes Rang and Other Stories," Alden.

Books and Leaflets to Recommend or to Give to Mothers

"Story-Telling in the Home." (American Home Series.)

"Mother Stories," Lindsay.

"The Story-Teller," Lindsay.

"How to Tell Stories to Children," Bryant.

Mimeographed copies of stories told.

Advance Preparation for the Next Meeting

Go over the songs recommended for the song service.

Secure the singer or group of singers for the second part of the topic. If the songs are to be sung by a group of girls, be sure that they know them.

Have mimeographed copies of songs made to give to the mothers.

Secure copies of Bulletin No. 3, "Christian Education in the Family." (Board of Christian Education.)

5. SONGS FOR LITTLE CHILDREN

SONG SERVICE: Some of the Familiar Childhood Hymns

"I Think When I Read That Sweet Story of Old"

"Jesus, Friend of Little Children"

"Father, We Thank Thee for the Night"

(From "Songs for Little People")

PRAYER. Followed by Lord's Prayer

RESPONSIVE READING: Psalm 98

BUSINESS

TOPIC: Songs for Little Children

A. The Influence of Music in the Life of the Child

B. Songs Little Children Like

PRAYER

SOCIAL PERIOD

DISMISSAL

NOTES ON THE TOPIC

The discussion period has been combined with the topic to give more time to the presentation of this program. The topic has been divided into two parts, the first part being The Influence of Music in the Life of the Child. If possible, secure some one who has made a study of this subject to present the first part of the topic. If that is not possible, a study of "Music in the Home" (American Home Series) and Chapter XV of "The Mother Teacher of Religion" will be helpful in preparing this talk.

One can usually find in every church or community

some one who sings well enough to sing the little songs which are suggested for the second part of the topic. If it is not possible to get a singer, ask a class of high school or even Junior girls to learn the songs and sing them for the mothers. The following songs are suggested:

HYMNS

"Father, We Thank Thee for the Night."
"He Cares for Me."
"Saviour, Teach Me Day by Day."
"Jesus, Friend of Little Children."
"Can a Little Child Like Me?"
("Songs for Little People," Danielson and Conant.)

FINGER PLAYS

"My Pigeon-House." "The Family." ("Songs and Games for Little Ones," Walker and Jenks.)

EVERYDAY SONGS

"Thanksgiving Song."
"Weather Song," verses 1, 2, 3.
"Rock-a-Bye, Baby, on the Tree-Top."
"Fly, Little Birds, Fly East and West."
("Songs and Games for Little Ones," Walker and Jenks.)

Not all the songs suggested can be sung in the time given for this topic, but two can be sung out of each group. The motions should be given with the motion songs. The mothers may be asked to sing the motion

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songs again and learn the motions, so that they can use them with their children.

Books and Leaflets Useful in Preparing This Topic

Bulletin No. 3. "Christian Education in the Family. Birth to Eight Years." (Board of Christian Education of the Presbyterian Church in the U. S. A.)

"Music in the Home." (American Home Series.)

"The Mother Teacher of Religion," Betts.

Books and Leaflets to Recommend or to Give to Mothers

Mimeographed copies of songs used in meeting.

Copies of Bulletin No. 3, "Christian Education in the Family."

Advance Preparation for the Next Meeting

Ask three mothers to give the Scripture reading.

Secure the soloist.

Ask mothers if possible to present the three phases of the next topic.

Give out the questions to the mothers who are to discuss them.

6. THE RELIGION OF THE CHILD

HYMN: "Saviour, Like a Shepherd Lead Us."

SCRIPTURE—Read by three mothers: Deut. 6:4-9; Matt. 19:13-15; Luke 9:46-48.

PRAYER SERVICE: Silent prayer, followed by prayer by one of the mothers.

SOLO: "Hushed Was the Evening Hymn"

Hushed was the evening hymn,
The temple courts were dark;
The lamp was burning dim
Before the sacred ark;
When suddenly a voice divine
Rang through the silence of the shrine.

O give me Samuel's ear,
The open ear, O Lord,
Alive and quick to hear
Each whisper of thy word,
Like him to answer at thy call,
And to obey thee first of all!

O give me Samuel's heart,
A lowly heart, that waits
Where in thy house thou art,
Or watches at thy gates;
By day and night, a heart that still
Moves at the breathing of thy will!

—From "Alleluia." (Westminster Press.)

BUSINESS

TOPIC: The Religious Nurture of a Little Child

DISCUSSION

PRAYER

SOCIAL PERIOD

DISMISSAL

NOTES ON THE TOPIC

This subject may be considered under three heads, a paper on each being prepared by three different individuals, mothers if possible.

A study of Chapters IV, V, VIII of "The Mother Teacher of Religion," Betts; also Loan Paper No. A21, "Religious Training of Children," Mears, will be helpful in preparing this topic.

1. The child's first impressions and how they are made. (*a*) Through the atmosphere of the home. (*b*) The unconscious influence of father and mother. (*c*) The impressions made at family worship, when the table blessing is asked, et cetera.

2. Giving the child right ideas of God. (*a*) Helping the child to see God as the heavenly Father and Guide. (*b*) Helping him to see God as the Giver of all good gifts. (*c*) Helping him to see Jesus as the Friend and Helper.

3. Teaching the child to associate God with his daily life. Interpreting the things of everyday life religiously: such things as food, the pleasant happenings of each day, the problems of conduct, and the like.

Discussion

Give these questions out to different mothers the week before and ask them to give a two minutes' talk on them.

How important are first impressions in the religious life of the child?

Which is the more important, the actual teaching done by parents or the unconscious influence of their daily lives?

How can children's questions about God and heaven be answered? How can a mother help a child to see God in the beauty of out of doors? How can the everyday happenings of life, problems of conduct, and so forth, be used to bring the child close to God in his thinking?

Books and Leaflets Valuable in Preparing This Topic

Bulletin No. 3, "Christian Education in the Family."

"The Mother Teacher of Religion," Chapters IV V, VIII, Betts.

"The Dawn of Religion in the Mind of the Child," Mumford.

Books and Leaflets to Recommend or to Give to Mothers

Bulletin No. 3, "Christian Education in the Family."

"The Mother Teacher of Religion," Betts.

"The Dawn of Religion in the Mind of the Child," Mumford.

Advance Preparation for Next Week's Meeting

Send to the National Congress of Mothers, Washington, District of Columbia, for the loan papers on the topic, if they are to be used.

Ask the mothers to bring their written questions.

If Bulletin No. 6, "Christian Education in the Family," is to be given out, secure copies.

7. THE GIRL AND HER MOTHER

CALL TO WORSHIP

LEADER—"Make a joyful noise unto Jehovah, all ye lands.
Serve Jehovah with gladness:
Come before his presence with singing."

RESPONSE—"Enter into his gates with thanksgiving,
And into his courts with praise:
Give thanks unto him, and bless his name."

LEADER—"For Jehovah is good; his lovingkindness endureth for ever.
And his faithfulness unto all generations."

PRAYER BY LEADER—Eternal Father, who out of the mouths of babes and sucklings hast ordained strength; reveal thyself unto our children, we beseech thee, and grant them an entrance into thy heavenly kingdom; that, being born again of the Spirit and taught by the Lord Jesus, they may grow up before thee in purity of heart and innocency of life, until they come unto the measure of the stature of the fullness of Christ. Amen.

SONG

TOPIC: The Girl and Her Mother

DISCUSSION

SILENT PRAYER—That mothers may be guided in their contacts with their daughters.

SOCIAL PERIOD

DISMISSAL

Notes on Topic

Loan Papers No. A11, "The High School Age," and No. 27, "The Social Life of Girls in High School," will be helpful in preparing this topic. Or "Building for Womanhood" (American Home Series) may be presented as the topic.

Discussion

For the discussion period, ask the mothers to bring their own questions and problems written out, to drop in the question box upon entering. If this plan does not seem feasible, the following questions may be discussed:

What are the most essential qualities a mother needs in dealing with a teen-age daughter?

What are the problems that a mother of a teen-age daughter must face?

How can a mother gain and keep the confidence of her growing daughter?

How can a mother guide her daughter in her friendship with boys?

What is the best way of handling undesirable friendships?

List these questions on the blackboard and let the mothers decide which they will discuss.

Books and Leaflets Helpful in Preparing This Topic

"Just Over the Hill," Slattery.

Bulletin No. 6, "Christian Education in the

Family. For Boys and Girls, Nine to Seventeen Years."

"Building for Womanhood." (American Home Series.)

Books and Leaflets to Recommend or to Give to Mothers

"Building for Womanhood." (American Home Series.)

Bulletin No. 6, "Christian Education in the Family."

Advance Preparation for Next Meeting

Select the one who will tell the stories.

Prepare the mimeographed lists of suitable Bible stories.

8. BIBLE STORIES FOR CHILDREN

SONG SERVICE
PRAYER BY LEADER. Followed by Lord's Prayer
SCRIPTURE READING: Psalm 119: 97-105
PRAYERS BY THE MOTHERS
TOPIC: Bible Stories for Children
SOCIAL TIME
DISMISSAL

NOTES ON THE TOPIC

This study is based on Chapter XIV of "The Mother Teacher of Religion," Betts.

1. The value of Bible stories. The Bible is the child's first and best storybook and the Old Testament is the best of all religious storybooks for the little child. The Bible stories reveal God's dealings with his people, and show these people learning to know and obey God. They also show the sad consequences of wrongdoing. They reveal the patience and loving-kindness of God. They emphasize his loving care and also his power and majesty.

2. Selecting Bible stories for children. (*a*) Stories dealing with concrete situations, with much action, rather than abstract stories, should be told. The story of the baby Moses is of great interest to the small child, whereas the story of Jesus' temptation would be of little interest, having in it little action and dealing with abstract ideas. (*b*) Stories should have religious ideas that the child can understand. The story of Christ's blessing little children carries the

idea of God's love and care of children which is quite within the child's understanding, whereas the story of Cain and Abel or of Hagar and Ishmael can have no message for the small child. (*c*) Nothing that is horrible or morbid should be put into the stories for young children. Cruelty, murder, intense suffering, should not be included in the story for the small child; they are too shocking and distressing and often lead to fear.

3. The mother telling Bible stories. The mother need not be afraid to attempt to tell Bible stories to her children. She should take care to exclude all that is morbid, or cruel, in her stories for the younger children. Practice is the essential thing in story-telling, and the child's eagerness for the story will give the mother much opportunity for practice.

4. Bible stories for small children. The following stories, all of which can be found in Chapter XIV of "The Mother Teacher of Religion," Betts, are suggested for telling at this time: The Baby Moses; The Coming of the Wise Men; The Lost Lamb; Jesus Blessing Children.

5. Some Bible stories suitable for children under nine: The Garden of Eden, Gen., ch. 2; The Story of Jacob's Ladder, Gen. 28:10-22; Joseph's Coat of Many Colors, Gen. 37:3, 4, 18-36; Joseph and His Brothers, Gen., chs. 42; 43:1-30; 45:1-15; A Room for a Friend, II Kings 4:8-11; A Mother Hiding Her Baby, Ex. 1:22; 2:1-10; The Story of Noah's Ark, Gen. 6:8 to 7:1; 7:11 to 8:19; The Rainbow Promise,

Gen. 8:20 to 9:3, 8-17; The Child Samuel in God's House, I Sam. 1:1; 2:18, 19, 26; ch. 3; God's Gift to the World, Luke 2:8-20; Baby Jesus in the Temple, Luke 2:22-38; Story of a Shepherd and His Sheep, Luke 15:3-6; Jesus Caring for Hungry People, John 6:1-13; Jesus Caring for a Sick Boy, John 4:46-53; Jesus Loving Little Children, Mark 10:13-16; The Good Shepherd Giving His Life, Luke 23:33-56.

Discussion Period

In order to give sufficient time for the stories, the discussion period may be omitted.

Books and Leaflets Useful in Preparing This Topic

"The Mother Teacher of Religion," Betts.

Books and Leaflets to Recommend or to Give to Mothers

"The Mother Teacher of Religion," Betts.

"The Religious Nurture of a Little Child," (American Home Series.)

Advance Preparation for the Next Meeting

Prepare the Scripture references to be given out as the mothers enter.

Send to the mothers the questions for discussion.

9. THE USE OF THE BIBLE WITH CHILDREN

CALL TO WORSHIP (To be read responsively from the blackboard)

LEADER—Lift up your hearts

RESPONSE—We lift them up unto the Lord

LEADER—O Lord, open thou our eyes

RESPONSE—That we may behold wondrous things out of thy law

LEADER—O Lord, open thou our lips

RESPONSE—And our mouths shall show forth thy praise

LEADER—Praise ye the Lord

RESPONSE—The Lord's name be praised

DOXOLOGY

PRAYER

SCRIPTURE: Reading of verses given out at the door

HYMN

SOLO: "Thy Word Is Like a Garden, Lord"

Thy word is like a garden, Lord,
With flowers bright and fair;
And every one who seeks may pluck
A lovely cluster there.
Thy word is like a deep, deep mine;
And jewels rich and rare
Are hidden in its mighty depths
For every searcher there.

Thy word is like a starry host:
A thousand rays of light
Are seen to guide the traveler,
And make his pathway bright.
Thy word is like an armory,
Where soldiers may repair;
And find, for life's long battle-day,
All needful weapons there.

O, may I love Thy precious Word:
May I explore the mine,
May I its fragrant flowers glean,
May light upon me shine!
O, may I find my armor there!
Thy word my trusty sword,
I'll learn to fight with every foe
The battle of the Lord.
—From "Hymnal of American Youth."

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TOPIC: The Use of the Bible with Children
DISCUSSION
PRAYER
SOCIAL PERIOD
DISMISSAL

NOTES ON THE TOPIC

Give out the following references as mothers come in, to read on request:

Ps. 119:2; Ps. 119:11; Ps. 119:18; Ps. 119:97; Ps. 119:105; Ps. 119:130; Ps. 119:140; Ps. 119:165; Matt. 24:35; James 1:22; Ps. 19:7; Ps. 1:1, 2.

Two points may be considered under this topic:

1. Of what value is the Bible in the child's developing life? A fifteen-minute talk by the pastor.

2. How can parents develop in children the habit of Bible-reading and study? This study is based on Chapters V and VI of "Training the Devotional Life," Weigle and Tweedy. A study of these chapters will be useful in preparing this topic. (*a*) Provide each child with a Bible of clear type, Revised Version. (*b*) Help the child in the selection of suitable passages. (*c*) Teach the child to begin his daily reading with a brief prayer, such as, "Open thou mine eyes, that I may behold wondrous things out of thy law." (*d*) Select a definite time in the day for the reading and stick to that time. (*e*) Encourage the child to memorize selected portions.

Discussion

Use this period for discussion of the following:

How early should the child begin to use the Bible? What value is there in the custom of reading a short passage of Scripture each day to young children? What is the best time for the daily Bible-reading? How can the Bible be made a vital force in the child's life? What value is there, to the child, in the fixing of the habit of daily Bible-reading?

Send the questions you select for study to the mothers a week before the time of meeting, and ask them to be prepared to discuss them. Ask for testimonies from those who read the Bible daily.

10. THE CHILD AND THE CHURCH

HYMN: "O Worship the King"
PRAYER. Followed by Lord's Prayer
SCRIPTURE READING: Psalm 96
HYMN-SINGING SERVICE: Favorite hymns selected by the mothers
TOPIC: The Child and the Church
DISCUSSION
SOCIAL PERIOD
DISMISSAL

NOTES ON THE TOPIC

This topic may be considered under two heads:

1. What is the value of church attendance to the child? Under this develop the following points: (*a*) There is spiritual value for the child in the worship elements of the church service. (*b*) There is always value to the child in worshiping with older people, even though he does not entirely understand the service. (*c*) There is value in the discipline which the enforced quiet imposes, and value in the quiet itself. American children especially need this. (*d*) There is great value in the formation of the habit of church attendance, which should be fixed in the years of childhood and youth.

2. How can church attendance be encouraged? (*a*) Familiarize the children with the form of the church service, the hymns used, such things as the Creed, the Glorias, Doxology, and so forth. (*b*) Provide a book for smaller children to look at during sermon.

(*c*) Encourage older children to keep a record of texts used by pastor, and to jot down things in his sermon that especially interest them. (*d*) Ask the pastor to preach a children's sermon. (*e*) Discuss the sermon (not critically), with the children at home.

Discussion

The following questions may be written on the board and discussed:

1. At what age should a child begin to attend church regularly?
2. How can a parent make the church service of practical value to the child's life?
3. What value is there in having the entire family attend church together?
4. When should the child unite with the Church?

Books and Leaflets Helpful in Preparing This Topic

"The Training of Children in the Christian Family," Chapter XIII, Weigle.

"The Religious Nurture of a Little Child," pages 45, 46 (American Home Series).

Books and Leaflets to Recommend or to Give to Mothers

"The Training of Children in the Christian Family," Chapter XIII, Weigle.

11. HELPING THE CHILD TO FORM GOOD HABITS

Song
Sentence Prayers. Followed by leader's prayer
Scripture: Psalm 19, read by leader
Song
Topic: The formation of Good Habits
Discussion
Recitation or Reading
Prayer
Social Period
Dismissal

Notes on the Topic

1. The value of habit. (*a*) Habit is valuable because it makes all actions easier and frees the mind from the necessity of keeping a constant and close watch upon habitual actions. "Practice makes perfect" is an expression we often use, but it is only another way of saying that anything done over and over again becomes a habit, and can be done without conscious thought. (*b*) The seriousness, as well as the value, of a habit is in its tenacity. Good habits are as hard to break as bad habits. They safeguard the life and make it easier for the individual to live a good life. On the other hand, it is as easy, or perhaps easier, for the child to acquire bad habits, and they are just as hard to break. There is no harder task for any individual to face than that of breaking a habit.

2. The formation of right physical habits. Good physical habits, begun in babyhood, are the basis of a well-ordered life. Mothers should see to it that their children form: (*a*) Good habits with regard to sleeping and resting, such as going to bed at a regular time, sleeping in the dark, going to sleep without having an older person to stay with them until they are asleep, rising promptly at a regular hour. (*b*) Good habits regarding eating, such as eating at a regular time, eating what is put upon the plate. (*c*) Good habits regarding bodily care, such as cleanliness, exercise, self-control.

3. The formation of good moral and spiritual habits. (*a*) The habits of obedience, cheerfulness, honesty, unselfishness, courtesy, industry, promptness, kindness, will make for sturdy character. (*b*) Habits of prayer, daily Bible-reading, church attendance, will develop fine Christian living.

Reading from Board

"There is no more indispensable service that we can render to our children than to help them to form right, wholesome, useful habits."

Discussion

What influence has the use of a regular schedule for the small baby's day upon the formation of regular habits later on?

Make a blackboard list of desirable habits, suggestions being given by the mothers.

How can a mother help her child to develop right habits?

When should a mother strive to create good physical habits?

When should the development of the prayer habit begin? The habit of church attendance?

Of what value is the habit of obedience? The habit of self-control?

12. THE FAMILY BOOK TABLE

Song Service

Roll Call—Each mother responding to her name with a favorite verse

Prayer—By leader

Reading—From blackboard by all

> Have you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination? To the company of saint and sage, of the wisest and wittiest at their wisest and wittiest moment? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time?

Song

Topic: Children's Reading

Discussion

Social Period

Dismissal

Notes on the Topic

Perhaps one of the workers from the public library of the town will present this topic or Loan Paper, A 7, "Choosing Children's Books," can be presented in its entirety as the topic, or the topic may be presented as follows:

1. The value of good reading. (*a*) Good books bring children into the company of noble characters, worthy deeds, high ideals. (*b*) Every child is a hero worshiper. Some of the great books will give the child

worthy heroes. (*c*) Good reading gives knowledge, stimulates the imagination, inspires the child to better and finer living.

2. What tests should be applied to the books our children read. (*a*) Is the book true to life? Many books, and those found in reputable bookstores, depict characters untrue to life and set forth impossible situations, terrific dangers, miraculous escapes. Such books are often responsible for the wrong ideas children get. They are often responsible for deliberate wrongdoing. They lower the child's standards of right and wrong and cheapen his ideals. (*b*) Is the book written in good English? The best way to acquire a good vocabulary is by reading books which are clearly expressed in good English. Many of the present-day books, especially those for Junior and Intermediate boys and girls, are written in the most slipshod English, plentifully interlarded with slang. Such reading is bad for anyone, but especially for the child whose vocabulary is being formed. (*c*) Is the story clean and wholesome? Many of the modern books for children and young people are unwholesome in that they depict characters who are wild and lawless, or, especially with reference to girls' characters, weakly sentimental. Numbers of the books for Intermediates deal with problems of sex in a way that is most harmful.

3. How to cultivate a taste for good reading. (*a*) The beginnings of a taste for good literature are laid by telling the small child good stories, the

great folk tales, stories from mythology, and the great children's stories. (*b*) A taste for good literature can be developed by reading good books to the child long before he is old enough to read for himself. (*c*) The child should have books of his own and a place to keep them. Even though he may draw books from the library, he should have some of the best books for his very own, to read again and again.

Books and Leaflets Helpful in Preparing This Topic

"The Training of Children in the Christian Family," Chapter IX, Weigle.

Bulletins Nos. 3 and 6.

Books and Leaflets to Recommend or to Give to Mothers

Graded Reading Lists. (Board of Christian Education.)

See Bulletins Nos. 3 and 6 for lists of books.

Discussion

Is it necessary to supervise the child's selection of books from the public library?

How can this be done? Should children read the popular magazines?

Let mothers tell of ways in which they have supervised their children's reading.

Have on the board lists of suitable books for children and give opportunity to copy them.

13. TRAINING THE BOY

WORSHIP SENTENCES

LEADER—"Be strong and of good courage, fear not, nor be affrighted at them: for Jehovah thy God, he it is that doth go with thee; he will not fail thee, nor forsake thee"

ALL—Have not I commanded thee? Be strong and of good courage; be not affrighted, neither be thou dismayed: for Jehovah thy God is with thee whithersoever thou goest"

HYMN: "How Firm a Foundation"

PRAYER—Almighty God, thou who art the same yesterday, to-day, and forever, grant unto us strength and courage to go forth in thy name and conquer the things which prevent us from being what we ought to be. Put new courage into our hearts this day, O God—new courage to do right, to bear burdens, to assume hard tasks, to stand up for high principles, to proclaim Jesus Christ. Remove from us cowardice and slothfulness, through Jesus Christ our Lord, Amen.

(From "Services of Worship for Boys," Gibson, Association Press).

HYMN: "O Jesus, I Have Promised"

SCRIPTURE READING BY ALL—Ps. 119: 9-16

TOPIC: Training the Boy

DISCUSSION

SOCIAL PERIOD

DISMISSAL

Notes on the Topic

Call attention to the fact that the devotional service is from a book of worship services for boys. Note the emphasis on "courage to do right."

It may be a good plan to get a worker with boys to present this topic, the Boys' Work secretary of the Young Men's Christian Association; a teacher of boys in the Sunday school or public school; perhaps the pastor can do it, or the leader of a boys' club. If that is not possible, the Loan Papers listed on the following page can be used. One of these papers can be presented, or the leader can use the three in preparing the topic, and give extracts from all.

Discussion

Announce the topic at the previous meeting and ask the mothers to bring written, unsigned questions on their problems with their own boys to be dropped in a basket as they enter. In case questions are not brought have the following questions on the board for discussion.

In what ways can a mother guide her son's social life?

Is it possible to make the home the center of the boy's social life?

Can a mother retain her son's confidence? How?

How can a mother help her boy in his friendship with girls?

How can parents help the boy through the period of adolescence?

BOOKS AND LEAFLETS HELPFUL IN PREPARING THIS TOPIC

"Guiding Boys Over Fool Hill," McKinney.

Loan Papers, Nos. 5, "Boy Problems," Lindsay; 20, "How Can You Help Your Boy," Lindsay; 58, "Why the Boy Goes Wrong," O'Shea.

14. FAMILY WORSHIP

SONG SERVICE

SILENT PRAYER. Followed by Lord's Prayer

SCRIPTURE: Deut. 6:4-9, 20-25 (Read by one who reads well)

RECITATION OR READING:

O happy home, where thou art loved the dearest,
Thou loving friend and Saviour of our race,
And where among the guests there never cometh
One who can hold such high and honored place!

O happy home, where each one serves thee, lowly,
Whatever his appointed work may be,
Till every common task seems great and holy,
When it is done, O Lord, as unto thee!

* * * * *

Until at last, when earth's day's work is ended
All meet thee in the blessed home above,
From whence thou camest, where thou art ascended,
Thy everlasting home of peace and love!

—From "Hymnal for American Youth."

SONG

TOPIC: Family Worship

DISCUSSION

SILENT PRAYER—That in all the homes represented family worship may be established

SOCIAL PERIOD

DISMISSAL

Notes on the Topic

The pastor should have the opportunity of presenting this topic if he wishes to do so. If he cannot do so, the topic can be presented by the leader. "How to Conduct Family Worship," Robinson, may be used as a basis for the discussion. The discussion as outlined here is based on that book.

1. Why worship God by families? (*a*) The family is the smallest, the most compact, and the most intimate social group. Family worship is a source, as well as the consummation, of family unity. (*b*) A family exists for the nurture of children. Family worship provides the children an opportunity to worship God with the family; it gives opportunity for the training and development of the children in the use and enjoyment of worship. (*c*) Family worship tends to perpetuate itself. A Christian family life, with family worship at its heart, will reproduce itself in Christian families to many generations.

2. Principles controlling family worship. (*a*) Four principles should be observed in worship of families where there are young children:

(1) The worship program should be brief. Ten minutes is about the limit for family worship where there are young children.

(2) The worship program should be varied. A fixed method of worship will make the time wearisome to the children.

(3) The worship program should be social. There

must be an opportunity for every member of the family actively to engage in the worship.

(4) The worship program ought to be adapted to the needs and capacities of the youngest. (*b*) At what time should family worship be held? Time can be found for family worship in even the busiest family—perhaps at breakfast, or at the evening meal, or just after the evening meal.

3. Materials of worship. (*a*) The use of music in family worship. (*b*) The use of Scripture. (*c*) The use of prayer.

Books and Leaflets Useful in Preparing This Topic

"How to Conduct Family Worship," Robinson.
Bulletins Nos. 3 and 6.

Books and Leaflets to Recommend or to Give to Mothers

Bulletins Nos. 3 and 6.
"How to Conduct Family Worship," Robinson.
"How One Family Handled Family Prayers."
"Building the Family Altar."
"What Family Religion Does for One Church."

15. OVERCOMING CHILDREN'S FEARS

Song Service

Prayer—Two prayers by mothers

Roll Call—Responded to with verses. Select verses on fear, a few of which are suggested, and give one to each mother to be read in response to her name. Gen. 26:24; Isa. 41:10, 13; Matt. 10:31; Ps. 23:4; 27:1; Luke 1:74; Ps. 34:4; Gen. 15:1; II Chron. 20:17; Ps. 27:3; 46:2; 56:4; Heb. 13:6

Song

Topic: Overcoming Fears

Discussion

Social Period

Dismissal

Notes on the Topic

A study of "The Nervous Child" (American Home Series), also the first part of Chapter XIX of "The Mother Teacher of Religion" will be helpful in preparing this topic.

Discussion

At the preceding meeting, announce this topic and ask the mothers to come prepared to tell of their own experiences in overcoming fear or nervousness in the children, or use the following questions: How may a child's fear of the dark be overcome? Is it possible to keep a child from developing any fears? How does telling a child the "policeman" or the "bogyman" will get him, affect him? Can trust in the heavenly

Father's care be developed to such an extent that fears can be banished?

Books and Leaflets Helpful in Preparing This Topic

"The Nervous Child." (American Home Series.)

"The Mother Teacher of Religion," Chapter XIX, Betts.

EVENING MEETINGS OF THE MOTHERS' CLUB

Three or four times a year the Mothers' Club should have an evening meeting to which fathers and any others who are interested in the training of children should be invited.

Begin plans for such meetings well in advance of the date; send out written invitations through members of the Beginners, Primary, Junior, and Intermediate Departments. Plan a worth-while program. For one of the meetings arrange for an exhibit of work done by the children in the Sunday school and other organizations for children, have it arranged attractively, and select a competent person to explain it to the parents.

The Social Committee of the Mothers' Club should provide a badge of some sort with a space for writing the name. Each one who attends the meeting should wear a badge, after having written his name on it.

The committee should make plans for the social

period at the close of the evening. Refreshments should be provided, and some way of helping the members of the group to become acquainted should be planned.

At one meeting all the children's workers of the church can be invited to form a receiving line and the mothers and fathers can be introduced to them. The pastor and the Social Committee can help with the introducing. All the members of the Mothers' Club should be on the watch to introduce strangers and to make them feel at home. These meetings are an opportunity for securing new members for the Mothers' Club.

PROGRAMS FOR EVENING MEETINGS

1. THE RELIGIOUS TRAINING OF CHILDREN

DEVOTIONAL SERVICE (Fifteen minutes—pastor in charge)

SPECIAL MUSIC

SCRIPTURE RECITATION: "Ideal Childhood" (By three Junior or Intermediate girls who can recite well.) From "Alleluia," Responsive Reading 20.

Luke 2:40-47

And the child grew, and waxed strong, filled with wisdom: and the grace of God was upon him.

And his parents went every year to Jerusalem at the feast of the passover. And when he was twelve years old, they went up after the custom of the feast; and when they had fulfilled the days, as they were returning, the boy Jesus tarried behind in Jerusalem; and his parents knew it not; but supposing him to be in the company, they went a day's journey; and they sought him among their kinsfolk and acquaintance: and when they found him not, they returned to Jerusalem, seeking for him. And it came to pass, after three days they found him in the temple, sitting in the midst of the teachers, both hearing them, and asking them questions: and all that heard him were amazed at his understanding and his answers.

Mark 10:13-16

And they were bringing unto him little children, that he should touch them: and the disciples rebuked them. But when Jesus saw it, he was moved with indignation, and said unto them, Suffer the little children

to come unto me; forbid them not: for to such belongeth the kingdom of God. Verily I say unto you, Whosoever shall not receive the kingdom of God as a little child, he shall in no wise enter therein. And he took them in his arms, and blessed them, laying his hands upon them.

Matthew 18: 1-6

In that hour came the disciples unto Jesus, saying, Who then is greatest in the kingdom of heaven? And he called to him a little child, and set him in the midst of them, and said, Verily I say unto you, Except ye turn, and become as little children, ye shall in no wise enter into the kingdom of heaven. Whosoever therefore shall humble himself as this little child, the same is the greatest in the kingdom of heaven. And whosoever shall receive one such little child in my name receiveth me: but whoso shall cause one of these little ones that believe on me to stumble, it is profitable for him that a great millstone should be hanged about his neck, and that he should be sunk in the depth of the sea.

SPECIAL MUSIC

ADDRESS—The Religious Training of Children

By the pastor, the director of religious education, or some one prominent in the community. Bulletins Nos. 3 and 6 (Board of Christian Education) will be helpful; also Loan Papers, Nos. 50, "Thoughts on Religious Education," O'Shea; 53, "Vital Piety, or The Religious Training of Children," Harrison; and 62, "Taking the Home in Religious Terms," Cope.

2. THE COÖPERATION OF THE HOME AND SUNDAY SCHOOL

OPENING HYMN: "Faith of Our Fathers"

RESPONSIVE SCRIPTURE READING: "The Two Ways of Life"—"Alleluia," 16. Psalm 1.

LEADER—Blessed is the man that walketh not in the counsel of the wicked,
Nor standeth in the way of sinners,
Nor sitteth in the seat of the scoffers:

GROUP—But his delight is in the law of Jehovah;
And on his law doth he meditate day and night.

LEADER—And he shall be like a tree planted by the streams of water,
That bringeth forth its fruit in its season,
Whose leaf also doth not wither;
And whatsoever he doeth shall prosper.

GROUP—The wicked are not so,
But are like the chaff which the wind driveth away.

LEADER—Therefore the wicked shall not stand in the judgment,
Nor sinners in the congregation of the righteous.

GROUP—For Jehovah knoweth the way of the righteous;
But the way of the wicked shall perish.

PRAYER—Followed by the Lord's Prayer

DEMONSTRATION—(By members of the Primary, Junior, and Intermediate groups)

Three memory hymns sung by group of Primary Children

Bible drill or memory work drill by a group of Juniors

Ten- or fifteen-minute missionary or Biblical dramatization by Intermediates

ADDRESS: The Coöperation of the Home and the Sunday School

This may be presented by the superintendent of the Sunday school. Or the superintendent may present the Sunday school's side of the question, while a parent may give a talk on "How the Sunday School May Coöperate with the Home." Loan Paper C2 will be helpful in preparing these topics.

CONFERENCE PERIOD—For question and discussion

SOCIAL HOUR

3. DEVELOPING CHRISTIAN CITIZENSHIP

SONG: "O Beautiful for Spacious Skies"

RESPONSIVE SCRIPTURE READING—From "Hymnal for American Youth"

LEADER—Blessed is the nation whose God is Jehovah,
The people whom he hath chosen for his own inheritance.

GROUP—Righteousness exalteth a nation;
But sin is a reproach to any people.

LEADER—When the righteous are increased, the people rejoice;
But when a wicked man beareth rule, the people sigh.
If thou shalt hearken diligently unto the voice of Jehovah thy God, . . . Jehovah thy God will set thee on high above all the nations of the earth: and all these blessings shall come upon thee, and overtake thee. . . . Blessed shalt thou be in the city, and blessed shalt thou be in the field. Blessed shall be the fruit of thy body, and the fruit of thy ground. . . . Blessed shall be thy basket and thy kneading-trough. Blessed shalt thou be when thou comest in, and blessed shalt thou be when thou goest out.
Jehovah will cause thine enemies that rise up against thee to be smitten before thee.

GROUP—Proclaim liberty throughout the land unto all the inhabitants thereof.

Loose the bonds of wickedness, . . . undo the bands of the yoke, . . . let the oppressed go free, . . . break every yoke. . . . Then shall thy light break forth as the morning, and thy healing shall spring forth speedily; and thy righteousness shall go before thee; the glory of Jehovah shall be thy rearward.

A Prayer for Our Country—From "Alleluia"

Almighty God, who hast heard the prayer of our fathers, and established our nation in freedom according to the people's will; We implore thy blessing upon our republic; that thou wouldst unite the hearts of the people to fear thy name, and to dwell together in righteousness and peace. Increase the faith and zeal of thy people, that they may earnestly desire and diligently seek the salvation of their fellow men, and that our nation may magnify thy name in all the earth, through Jesus Christ our Lord. Amen.

Song: "God Bless Our Native Land"

Address: Training for Citizenship

(A leaflet on this topic may be had from the Board of Christian Education, Department of Home and Church, Philadelphia, upon request.)

Dramatic Presentation: "Our Stainless Flag"

(This is a brief pageant showing the evils to be overcome in American life. Board of Christian Education. Five cents.)

Song: "My Country, 'Tis of Thee"

4. A FATHER'S SHARE IN THE TRAINING OF HIS CHILDREN

HYMN: "O Jesus, I Have Promised"

RESPONSIVE SCRIPTURE READING: "True Wisdom"—From "Alleluia."

LEADER—The fear of Jehovah is the beginning of wisdom;
And the knowledge of the Holy One is understanding.

GROUP—For by me thy days shall be multiplied,
And the years of thy life shall be increased.
Proverbs 9:10, 11.

LEADER—My son, forget not my law;
But let thine heart keep my commandments:

GROUP—For length of days, and years of life,
And peace, will they add to thee.

LEADER—Let not kindness and truth forsake thee:
Bind them about thy neck;
Write them upon the tablet of thy heart:

GROUP—So shalt thou find favor and good understanding
In the sight of God and man.

LEADER—Trust in Jehovah with all thy heart,
And lean not upon thine own understanding:

GROUP—In all thy ways acknowledge him,
And he will direct thy paths.

LEADER—Be not wise in thine own eyes;
Fear Jehovah, and depart from evil.

GROUP—Happy is the man that findeth wisdom,
And the man that getteth understanding.
LEADER—For the gaining of it is better than the gaining of silver,
And the profit thereof than fine gold.
GROUP—She is more precious than rubies:
And none of the things thou canst desire are to be compared unto her.
LEADER—Length of days is in her right hand;
In her left hand riches and honour.
GROUP—Her ways are ways of pleasantness,
And all her paths are peace.
LEADER—My son, let them not depart from thine eyes;
Keep sound wisdom and discretion:
GROUP—So shall they be life unto thy soul,
And grace to thy neck.
LEADER—Then shalt thou walk in thy way securely,
And thy foot shall not stumble.
GROUP—When thou liest down, thou shalt not be afraid:
Yea, thou shalt lie down, and thy sleep shall be sweet.

PRAYER

HYMN: "O Master, Let Me Walk With Thee"

TOPIC: A Father's Share in Child-Training.

Loan Paper No. 3, "A Father's Share in the Education of His Children," will be helpful in preparing this topic.

SOCIAL PERIOD

DISMISSAL

REACHING THE PARENTS THROUGH THE PARENT-TEACHER ASSOCIATION

THE PARENT-TEACHER ASSOCIATION

The Mothers' Club limits its membership to mothers, with an occasional evening meeting for parents and teachers, and its topics usually pertain to child study and training. The Parent-Teacher Association, however, aims to reach fathers, mothers, and all the teachers and leaders of children and young people in the church school. It may, therefore, meet the needs of some churches more fully than the Mothers' Club. The large, well-organized church may find it perfectly practical to promote both the Mothers' Club and the Parent-Teacher Association.

ORGANIZATION

A very simple organization will suffice for the Parent-Teacher Association, and there should be as few committees as possible. A Committee on Program, a Committee on Membership, and a Social Committee will be a good beginning. Church-school leaders or teachers and parents should be equally represented on committees and in the offices of the organization.

The Association may meet once a month or only three or four times a year. The number of meetings is not half so important as their worth-whileness.

AIMS OF THE ORGANIZATION

1. To develop a better-trained parenthood, through a study of the life of childhood and youth.

2. To bring the home and the church into closer re-

lationship, in order that they may work together in giving children and youth suitable Christian training.

3. To give both parents and teachers a larger vision of Christian education; that is, to show that it includes not only introducing the children and youth to God, as the heavenly Father, and leading them to accept Jesus Christ as Friend, Helper, and Saviour, but training them to live the Christ life at home, at school, at church, at play.

4. To arouse the entire community to a sense of its duty and responsibility for the religious nurture and training of childhood and youth.

5. To secure and give information in regard to the community environment, uplifting or otherwise, of childhood and youth.

6. To outline plans for coöperating with all the forces which contribute to the uplift of childhood, such as the National Kindergarten Association, Playground and Recreation Association of America, the Community Motion Picture Bureau, National Congress of Mothers and Parent-Teacher Associations.

7. To coöperate with all the churches in improving and developing all the church schools of a community.

SUGGESTED TOPICS FOR A PARENT-TEACHER ASSOCIATION

The success of the Association will depend entirely upon the worth-whileness of the meetings. If they are interesting, if they shed new light on the problems parents face, if they offer practical help, the Associa-

tion will thrive; and nothing else will cause it to thrive but vital, interesting meetings. So the Program Committee with the Association officers has a big task in program-building.

It is best to plan the meetings for the year and to issue a small leaflet with the year's topics and speakers. Such a program is always subject to change, of course; nevertheless, the plan usually results in better meetings. The following topics may be used very acceptably in the average Church.

1. A Program of Christian Training for the Home: How the Church School May Coöperate in Promoting It.

2. The Educational Program of the Church: How the School May Coöperate in Promoting It.

Note: Four meetings could easily be devoted to a discussion of these topics: in planning for them, Bulletins Nos. 1, 2, 3, 6, 7, 8, 9, 11 would be helpful. (Board of Christian Education.)

3. Is Religion Worth-While?

What has religion to do with growing lives?

What does it put into life?

Is it of sufficient value to make it worthy of a place in the child's educational program?

If it is, why have parents so neglected it?

What is to be done about it?

4. Joining the Church.

When should the child unite with the church? What steps should be taken by parents and pastor before the child takes such a step?

How can the home and the Church coöperate in helping him to become a useful member of the Church?

5. A Study of the Child Under Nine.

6. A Study of the Junior Child. (Nine to twelve years.)

7. A Study of Intermediate Youth. (Twelve to sixteen years.)

In studying the last three topics the following books and pamphlets will be useful:

BOOKS

"The Unfolding Life," Lamoreaux.
"A Study of the Beginners Child," Whitley.
"A Study of the Primary Child," Whitley.
"The Boy Problem," Forbush.
"Girlhood and Character," Moxcey.

PAMPHLETS

"Parenthood and Heredity."
"The Roots of Disposition and Character."
"Youth's Outlook Upon Life."
"Building for Womanhood."

8. Guarding and Guiding the Social Life of Young People.

Under this topic the following questions may be considered:

Can the church and the home unite in a combined program of instruction and social activity that will promote a finer type of social life for young people?

Can anything be done by the church and the home to safeguard young people in the matter of dancing, moving pictures, theaters?

Can the church organize a Young People's Committee, which, in close coöperation with the home, can conduct some more wholesome social activities than constant dancing, theaters, and movies?

Could such a committee plan a year of social activities that would be sufficiently interesting to command the attention of the church's young people?

Three or four, or even more meetings can be devoted to this topic.

Perhaps the best way to approach it would be to have a paper read on each of the three subtopics, which could be followed by discussion. An association, meeting monthly, could devote an evening to each of the subtopics.

A committee may be appointed to study the possibilities of such a social program for the young people of the church.

The young people of the church could be asked to consider these questions and to give their judgment.

In building a social program for young people, "The Church at Play," Richardson, would be helpful.

9. Vocational Guidance for Young People.

(*a*) Should a young person be allowed to drift into a life work?

(*b*) Should the church attempt to give vocational guidance to its young people?

(*c*) Can the home and the church unite in helping young people to find their life work?

In preparing this topic the following books will be helpful:

"How to Choose the Right Vocation," Merton.

"Vocations Within the Church," Crawford.

10. Developing the Devotional Lives of Children and Youth.

(*a*) The part that family worship plays in developing personal devotion to God.

(*b*) What daily Bible-reading and prayer will do in deepening the spiritual life.

(*c*) What part have carefully planned, reverently conducted worship services in the church, the departments of the Sunday school, and other organizations in developing spiritual qualities?

These subtopics may be presented in the form of brief papers or talks by various members of the Association.

Books and leaflets helpful in preparing these topics are:

BOOKS

"Training the Devotional Life," Weigle.

"How to Conduct Family Worship," Robinson.

LEAFLETS

Bulletin No. 6, "Christian Education in the Family."

"Keeping Alive a Family's Thought of God."

"How One Family Handled Family Prayers."

11. The Influence of Moving Pictures Upon the Lives of Children and Youth.

Begin preparations for this meeting several weeks in advance by giving score cards to the members of the Association, and any others who are interested; these cards should carry the following points, which the holders will be asked to note in the moving pictures they see during the period set aside for observation. Ask them to check the number of pictures in which any of these occur.

POINTS TO BE NOTED IN STUDYING PICTURES

1. Drinking scenes and scenes showing attempts to defeat prohibition.
2. Gambling scenes.
3. Murder.
4. Fighting of a brutal nature.
5. Scenes making light of marriage.
6. Scenes making light of religion.
7. Scenes in which wrong and debasing ideas of sex are given.
8. Indecent dress.
9. Smoking by girls and women.
10. Note the pictures in which none of these occur.

Have the reports made a week or two before the meeting and compiled by a committee in such a way as to show how many times pictures observed by the

group using the cards revealed the various items listed for observation.

For the meeting have a talk given by one who is capable of placing the facts compiled by the committee before the Association in such a way as to challenge interest and attention. Such a talk should especially stress the bad influence which constantly seeing such things must have upon boys and girls whose ideals are in process of development.

At the close of the talk plenty of time should be given for questions and the expression of opinions.

12. Can Our Community Have Clean Movies?

Let this meeting be in the form of a debate, putting a strong team on each side.

Let this meeting end with some definite plans for a community campaign for better movies.

ACTIVITIES OF THE PARENT-TEACHER ASSOCIATION

1. A campaign to enroll all parents of children and young people of the church school in the Parent-Teacher Association.

2. A definite campaign, in close coöperation with the pastor and session, to promote family religion, by means of family worship, regular church attendance, definite Christian training of children.

3. A definite program of coöperation with the church school in promoting its program of religious education by getting a clear understanding of it,

putting the influence of the Association members back of it. Members of the Association should see to it that their children attend the church school regularly, help the children with their Sunday lessons, offer their services as teachers and leaders, take a keen interest in the church school's program of social and service activities for its young people.

4. Coöperate with the church in a campaign for better "movies" and public amusements of all sorts; for a better, finer type of recreation for young people than exists at the present time.

5. Coöperate with the church school in the promotion of parent-training classes for the more careful study of problems pertaining to the training of children and young people.

PARENT-TRAINING CLASSES IN THE SUNDAY SCHOOL ORGANIZATION

Training classes for parents should be a part of the Adult Department of the church school. There may be a class for fathers and a class for mothers, or a combined class. The Mothers' Class of the Beginners Department, although meeting in the Beginners room, will be related to other parent-training classes meeting in the adult school. Their organization will be the same as that of the other adult classes and they will participate in the social and service activities of the Department. These classes may meet at the regular church-school hour or at another time, according to the convenience of the members.

AVAILABLE COURSES

"The Christian Home," an Adult Elective Course, but very suitable for this purpose. Published in pamphlet form, one for the teacher and one for the pupil.

"The Family," a course of twelve lessons, in pamphlet form.

"Household Religious Education," to be published in pamphlet form, January, 1924.

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